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AUTHOR Embry, Lynne H.; Martin, Carolyn
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ABSTRACT

Definitions and recording rules for use in observing parent/child interaction are stipulated in this codebook. Settings and behaviors of focal concern are those associated with the type and amount of instruction provided by parents to children. Definitions are established for setting, parent behavior and child behavior variables. The four "settings" (types of interactions) defined are instructional training, free play, high instruction, and independent play. Parent behaviors defined are task-relevant instruction, physical abuse, parent attention, positive verbal statements, time out instruction and withholding of attention. Child behaviors defined are appropriate or inappropriate child behavior and aggression. Rules are given for recording parent and child behavior, including the use of coding symbols. The rules stipulate when and how observations are to be made. For example, "Using a stopwatch, the observer will simultaneously record parent and child behaviors in consecutive blocks of 10 seconds. The recording will be on a double grid. A behavior will be recorded in the interval in which it occurs. A behavior may be scored only once per interval with the exception of parent attention (0), which may be recorded once to each child behavior recorded in any single interval." (Author/RH)

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PRACTICAL PARENTING INSTRUCTIONAL CODE

by

Lynne H. Embry and Carolyn Martin

Kansas Early Childhood Institute

(ECI Document No. 146)

Revised, April 1980

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PRACTICAL PARENTING INSTRUCTIONAL CODE

DEFINITIONS

I. SETTINGS

Instructional Training (IT)

A structured task in which the parent-child pair have a specified number and type of interactions in which to engage. An array of toys is located near the parent and several (one to four) containers are arranged several feet from the parent.

The parent is presented with a list of toys that specifies in which container each toy is to be placed. The parent is instructed to read an instruction to the child, have the child obtain the required item (for younger children the item is handed to the child by the parent), and have the child place the item in the proper container. When the child has compiled with the instruction, the parent is to deliver the next instruction.

Free Play (FP)

This is a much less structured setting in which the parent-child pair are instructed to continue to interact in a fairly normal manner. The parent is asked to go ahead and go about his/her business but to keep one's self and the child within observational range. The parent is asked to deliver at least three instructions to the child during the 16-minute observation period.

High Instruction (HI)

In this setting the parent-child pair are engaged in a family routine or activity at home that is characterized by a naturally occurring high rate of parental instructions to the child. The routines may include mealtime, house-cleaning activities, folding clothes, bathtime, etc. The duration of the observation will vary according to the duration of the activity.

Independent Play (IP)

In this setting the parent is instructed to follow the normal, daily routine, but the child is to play independently while the parent follows his/her routine. The parent may initiate interactions of limited duration with the child but the child may not initiate interactions with the parent(s). The parent is to remain proximal to the child, that is, in the same room or adjacent rooms, such that the child has complete access to the areas in which the parent may be. The parent may not send the child to a distant play area (e.g., outside or to the basement) nor cut off the child's access to the parent(s) by shutting doors or closing gates.

The television is not to be on during observation periods, although during FP, IP, and HI, other family members may be present and interact normally.

II. PARENT BEHAVIORS

Task-Relevant Instruction (S)

In IT Setting: An instruction that tells the child the object he or she is to pick up and the appropriate container in which the object is to be placed.

Examples: "Put the ball in the paper bag."
"Get the boat and put it in the yellow pail."

Exclusions: Any instruction that requests that the child do a related activity to compliance with a task-relevant instruction.
Elaborations.
"Stop fooling around."
"Just pick it back up."
'Stand there."

In FP, HI, and IP Settings: An instruction that indicates:

1. The person who is to comply with the instruction.
2. The behavior the person is to perform.
3. The stimulus that the person is to direct the behavior towards.

An instruction must designate the performance of an observable behavior that is dissimilar from a behavior that the child is currently performing. The instruction must also require that the child perform the response immediately and the child must also be able to perform the response.

Examples: "Hang up your coat right now."
"Please say it again."
"Let's do that monster game."
"If you do that one more time, you are in big trouble."
"Stop it."

An instruction which may not explicitly state the subject or the object but within the context of the situation communicates to the child the behavior to be performed.

Examples: "What's the magic word?"
Parent hands the child a paper and points to the wastebasket.

An instruction phrased in a question format such that the child actually does not have the option to comply or not to comply. (Please note: Reinforcing things such as food and play activities are more likely to be optional.)

Examples: "Why don't you put the plane in the paper bag?"
"Put the ball in the paper bag, okay?"
"Can you put the ball in the paper bag for me?"

Exclusions: An instruction that is NOT to be executed immediately or that has a response which is NOT observable.
An instruction for which compliance or noncompliance is not scorable. If the parent gives an instruction and then immediately does the behavior, do not score as an instruction.

An activity the child may not know how or be able to do.

Examples:

"Bring you shoes in before dinner."
"When you are finished..." NOT IMMEDIATE

"Listen."
"Be careful." NOT OBSERVABLE

"Don't be so silly."
"Grow up."
"Be good." COMPLIANCE NOT SCORABLE

Any elaboration of the previous instruction. An elaboration is an instruction which is a repeat of the previous instruction or which instructs the child to continue the same task or some portion thereof. An elaboration may instruct the child to engage in a slightly different motor or verbal behavior but it has the same functional objective and is, thus, the same functional behavior to accomplish the same task. This includes any behavior that is part of a shaping or skill-building procedure.

Examples: "Twist the pillowcase."
"Turn the pillowcase."

"Go play."
"Get your letters out, okay?"

"Put the trucks in the box."
"Don't forget to put the blocks in the box, too."

"Silverware for setting the table." (Different items but
"Napkins for setting the table." same functional objective.)

A new instruction asks the child to engage in a different task, to engage in a different set of behaviors with different items, or to engage in a different set of behaviors with the same items.

Examples: "Let's get out your blocks."
"I'd rather that you play with the puzzles."

"Put the puzzles on the shelf."
"Now, put the blocks in the box."

"Put those trucks on the shelf." (Similar items with different
"You know that those trucks go motor behaviors and objective--
in the box." different places to be put
away.)

If there is an intervening new instruction, the elaboration or repeat of a previous instruction is scored as a new instruction.

Examples: "Put that truck up there."
"Stop that."
"I said, 'Put that truck up there.'"

Instructions to the child that take the form of implied instructions and indirectly request that the child label or name something or someone.

Examples: "What is he doing?"
"What color is this?"
"Where is that car going?"

**NOTE: Do not confuse these with instructions that directly request that the child label something (e.g., "Name it." "Can you tell me that one?").

Physical Abuse (Δ)

Physically coercing the child to comply with an instruction or physically attempting to stop the child from performing a particular behavior by using excessive force when pulling, pushing, squeezing, or hitting parts of the child's body. This also included talking loudly directly into a child's ear at a distance of less that 6 inches.

Parent Attention (○)

Any verbal or nonverbal response that is emitted by the parent and is directed towards the child (except task-relevant instructions).

Verbal: Any comments directed by the parent to the child or to a group of children the target child is with. These comments may convey approval or encouragement, be neutral, or convey disapproval of the child or the child's behavior.

Any elaboration is attention.

Laughter or other vocalizations directed to the child are attention. Reading to the child is attention.

Nonverbal: Physical contact between the parent and child under the following conditions:

1. Parent-initiated contact that conveys approval of some aspect of the child's behavior (e.g., pats, hugs, kisses).

2. Parent contact that guides the child through a response or restrains the child from engaging in a particular behavior.

3. Ongoing, active, and dynamic instances of parental behavior which suggest that the parent is playing with the child or is at least behaving in a manner that suggests that the parent is reciprocating the child's attempts to maintain physical contact (e.g., playing ball, when an object the parent or child is holding is transferred to the other person).

Exclusions: Physical contact between the parent and the child without any instances of ongoing, active, dynamic, or reciprocal behaviors performed by the parent that are directed towards the child. Looking at or watching the child, smiling, making faces or gestures to the child (may be implied instructions), child-initiated physical contact to which the parent does not respond.

Verbal Positive (V)

Any verbal statement emitted by the parent directed towards the child that indicates approval, appreciation, or affection of the child or a behavior that the child has performed.

Examples:
"I love you."
"That's right."
"I'm sorry."
"Please."
"You're welcome."
"You are so smart."
"Thank you."

Exclusions: Terms of endearment, for example: Honey, Sweetheart, Darling.

Time Out Instruction (T)

An instruction that tells the child to go to a designated area for a period of isolation usually as punishment for the child's inappropriate behavior. Time out instructions should not be confused with simply sending the child to another area even if the child is being inappropriate.

Examples:
"You'll have to have TO."
"Go sit on the steps for 3 minutes."
"Go to your room."
"Go to TO."
"Time out."

Exclusions: Threats to use time out, for example:
"Do you want a time out?"
"If you do that again, you'll go to time out."

Time Out (TO———)

Time out is a procedure in which the child goes to, is taken to, or is placed in a specified area (room, chair, or area) for a period of time in which parent attention will not be directed to the child. However, score TO even if the parent physically restrains the child from leaving the TO area.

Time out should not be confused with simply sending the child to another area. Time out usually follows a child's inappropriate behavior and the parent purposefully withholds any attention.

III. CHILD BEHAVIORS

Appropriate Child Behavior (+)

Any behavior that the child emits for 5 consecutive seconds within a 10-second interval which has not specifically been designated as inappropriate child behavior.

Whenever a task-relevant instruction has been completed correctly, the child is scored as appropriate.

Verbal Positive (V)

Any verbal statement emitted by the child directed towards a parent or another person that indicates approval, appreciation, or affection of the person or approval of an action by the person.

Examples: "I love mommy." "Please."
"Daddy is smart." "I'm sorry."
"Thank you."

Exclusions: Terms of endearment.

Compliance (C)

The child must have completed all aspects of the instruction. Compliance also will be scored if the instruction requires a sequence of behaviors and the child has been working toward completing the task for certain periods of time. (See Recording Rules.)

Inappropriate Child Behavior (-)

Verbal: Any statement in which the child:

a) asks for permission to engage in a behavior or have something after having been previously told that he or she could not engage in that behavior or could not have something;

b) refuses to comply with an instruction;

c) makes any statement that inhibits or delays compliance;

d) asks "Why," "Where," "How come" in response to a parental instruction;

e) asks parent to repeat all or any portion of a request;

f) whines (whining is defined as repetitious, high-toned, slurred verbiage);

g) threatens bodily harm to an individual that is present;

h) teases another individual (teasing occurs if the child makes fun of, shames, or embarrasses another person. It is also performed if the

reciprocator of the statement is likely to respond with displeasure or is inhibited from engaging in an appropriate activity.);

i) asks a partial repeat of the instruction (e.g., "the yellow pail?"); or

j) engages in tantrum behavior such as crying, screaming, or shrieking.

Nonverbal: Any child behavior that:

a) demonstrates destructive or abusive use of any materials;

b) inhibits another individual from engaging in an appropriate activity;

c) is aggressive (also scored as A);

d) the child has been previously instructed NOT to engage in;

e) is classed as tantrum behavior, such as stamping feet, kicking, rolling on the floor; or

f) is not directly related to the completion of a task-relevant instruction.

Examples: Not walking directly to the task-relevant container.

Throwing an object so that it bounces out rather than placing it in the appropriate container.

In IP Setting: Any child-initiated contact to the person. If parent-initiated contact extends beyond two intervals of interaction, the child is inappropriate.

Aggression (A)

Any instance in which the child hits, punches, bites, slaps, pinches, kicks, throws an object at, forcibly attempts and/or removes an object (e.g., toy, clothing, etc.) from another person without the person's permission, or physically abuses another individual or animal.

Examples: Throwing a block at someone, but missing.
Attempting to hit someone, but missing.
Pulling a toy out of the hands of another child.

Exclusions: Throwing objects which are not directed at anyone and which do not hit or come near anyone.

Threatening gestures.

Retrieving an item without hitting, punching, kicking, etc. from another child who had just previously taken the item from the child.

PRACTICAL PARENTING INSTRUCTIONAL CODE

RECORDING RULES

1. An observation period usually will not exceed 16 minutes. In the FP and IP settings, at least 12 minutes of data must be obtained, excluding Time Out intervals.

   The 10-second interval method of recording will be used.

   Using a stopwatch, the observer will simultaneously record parent and child behaviors in consecutive blocks of 10 seconds. The recording will be on a double grid.

   One Minute

Seconds:	0-10	11-20	21-30	31-40	41-50	51-60
		Parent	behavior	recorded	here.	
	Child behavior and parent			attention recorded		here.
Intervals:	1	2	3	4	5	6

2. A behavior will be recorded in the interval in which it occurs. A behavior may be scored only once per interval with the exception of parent attention (◯), which may be recorded once to each child behavior recorded in any single interval.

3. Only parent behaviors are recorded in the top line. The parent behaviors recorded in the top line include, S, V, and △ . The only parent behavior NOT recorded in the top line is ◯.

   Parent Behaviors

TO———. . Time Out	Recorded above the grid.
T . . . . Time Out Instruction	Recorded through the grid.
S . . . . Task-Relevant Instruction	Recorded in the top line.
△ . . . . Physical Abuse	
V . . . . Verbal Positive (to child)	
◯ . . . . Parent Attention to Child Behavior.	Recorded in the bottom line.

   Child Behaviors

+ . . . . Appropriate Child Behavior	Recorded in the bottom line.
- . . . . Inappropriate Child Behavior	
C . . . . Compliance	
V . . . . Verbal Positive	
A . . . . Aggression	

   All child behaviors and parent attention (◯) are recorded in the bottom line of the grid.

Informational Symbols

S . . . . Instructional Episode Interval Change. Recorded in top line.
S . . . . Instructional Episode Interval Change. Recorded in top line.
⇓ . . . . Instructional Episode Termination. Recorded through the grid.

These symbols are described in the Recording Rules.

These examples are possibilities for scoring behaviors:

Examples:

1	2	3	4	5	6
S	S △	S		S V	S
-	+ ⊖	⊕ Ⓒ	+ V	(+C) (A-)	+

	S S	WRONG
+ +		WRONG

A behavior may be scored only once per interval, except for (◯).

PARENT BEHAVIORS

4. Task-Relevant Instructions (S)

The behavior will be recorded:

. . .in the interval in which it is completed.
. . .in the top line.
. . .only once per interval.

IT: A repeat or elaboration will be recorded as attention (◯).

FP, HI, IP: A repeat or elaboration of an instruction will be recorded as attention (◯) and is subject to the One-Minute Limitation Rule (described in the Instructional Episode Termination (⇓)).

That is, repeats and/or elaborations will be recorded as attention until the instructional episode is terminated. Instructional episodes may be terminated with:

final compliance (+C),
a new task-relevant instruction (S),
an arrow (⇓), or
time out (TO).

Repeats or elaborations following the termination of an instructional episode will be recorded as new task-relevant instructions (S).

Thus, a repeat and/or an elaboration will be recorded as a new instruction only if:

compliance has been scored;

the instructional episode has been terminated with a new task-relevant instruction, an arrow, or time out; or

no task-relevant attention, repeats, or elaborations have been recorded for one minute. The minute will include the interval in which the instruction or further attention was recorded.

Examples:

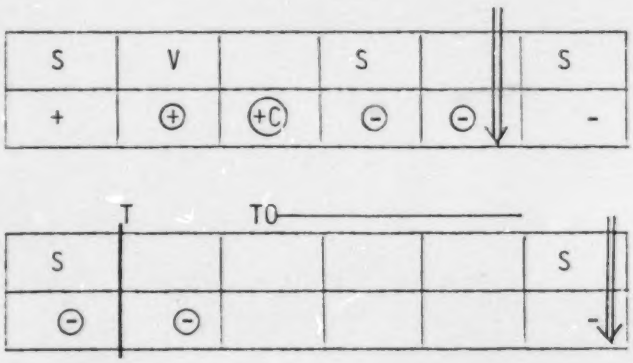
Dad instructed Mike to pick up his crayons. Mike immediately began picking up the crayons. During the second interval, Dad commented on what a nice job Mike was doing and pointed out some crayons Mike had missed. By the end of the third interval, Mike had picked up all of the crayons and handed them to Dad.

At the beginning of the fourth interval, Dad told Mike to put his truck in the toy box. Mike refused and began playing with his truck and blocks. During the fourth and fifth intervals, Dad repeated his request for Mike to put his truck away. Mike ignored Dad and continued playing with his truck and blocks until the end of the fifth interval, when Dad took the truck away from him.

In the sixth interval, Dad told Mike to pick up his blocks, but again Mike refused. Dad didn't say anything until the seventh interval when he held out the truck and again asked Mike to put it away. Mike ignored him so Dad began to count out loud.

During Interval 8, Dad announced Time Out (TO) and dragged Mike, who went limp, to the TO area. Mike was in TO for 30 seconds.

As soon as TO was over, Dad instructed Mike to put the truck away. Mike refused again, so Dad threw the truck in the trash.



INFORMATIONAL SYMBOLS

These symbols (S>, &, and ⇓) will be used only in the FP, HI, and IP settings.

5. *Instructional Episode Interval Change* (S>)

The symbol will be recorded:

. . . in the interval in which it is completed.
. . . in the top line.
. . . only once per interval.
. . . if a final compliance (+C) and a new instruction (S) recorded in the same interval are independent of one another.

S> is scored in any interval in which compliance (+C) has already been scored and when the observer wishes to indicate that the instruction does not apply to the +C in that same interval.

Compliance (+C) must have been recorded first and indicate termination of a previous instructional episode.

S> will be recorded only if a new instruction (S) is recorded in the same interval as a final compliance (+C) and the compliance is independent of the new instruction (S).

Examples:

Ellen was playing in the back yard, when Mom called out for her to come inside. After Ellen came into the house during the third interval, Mom asked her to please remove her muddy shoes. Ellen was in her stocking feet by the fourth interval. During the fifth interval, Mom asked for and received a kiss.

During the sixth interval, Mom requested that Ellen please hang up her coat. Instead, Ellen began to play with her kitten until the seventh interval, when she put her coat away. Mom thanked her for putting away her coat and gave Ellen a new instruction to put the plates on the table. Ellen was working at setting the table until the tenth interval when the doorbell rang. Mom gave Ellen a new instruction--to answer the door, which she did immediately.

1	2	3	4	5	6
S		S> V		S	S V
+	+	+C	+C	(+C)	-

7	8	9	10	11	12
VS>			S		
(+C)	+	+	+C	+	+

Johnny and his mom are washing dishes. In Interval 1, Mom asks Johnny to put away a cup (S). In the 3rd second of Interval 2, Johnny puts the cup away (+C), whereupon Mom asks Johnny to put away a plate (9th second). Johnny taks the plate in the 1st second of Interval 3, but does not put it away (-). He finally complies in Interval 6 (+C).

S	S>				
+	+C	-	-	-	+C
1	2	3	4	5	6

Since the instruction in Interval 2 does not apply to the +C in that interval, an S> is scored.

IE intervals marked off like this:

S	S				
+	+C	-	-	-	+C
1	2	3	4	5	6

S> means that the instruction does not apply to the +C in that same interval. However, should a minus be scored after the +C in that same interval, the minus would apply to the S> .

Example:

Johnny and his mom are washing dishes. In Interval 1, Mom asks Johnny to put away a cup (S). In the 3rd second of Interval 2, Johnny puts the cup away (+C), whereupon Mom asks Johnny to put away a plate (5th second). Johnny refuses to put away the plate. Non-compliance (-) is scored in Interval 2. Johnny finally complies in Interval 6 (+C).

S	S>				
+	+C -	-	-	-	+C
1	2	3	4	5	6

IE intervals marked off like this:

S	S>				
+	+C -	-	-	-	+C

6. Instructional Episode Interval Change (⁄)

The symbol will be recorded:

. . . in the interval in which it is completed.
. . . in the top line.
. . . only once per interval.
. . . if all the child behaviors (+ and/or -) and an instruction (S) in the same interval are independent of one another.

$ is scored when the instruction does not apply to <u>any</u> of the child behaviors scored in that interval.

Because of the computer program, $ <u>must not</u> be scored if a +C has already been scored in that same interval. If a +C has been scored, you must use the S.

$ is used to indicate that an instruction (S) given after the child behaviors have been recorded is not related to those behaviors even though they are recorded in the same interval. The child behaviors must have been recorded prior to the new instruction.

Examples:

Brian was asked to sit up in his chair, which he did until the second interval when he began to slide down off his chair. At that point, Dad told him to finish his milk. Brian began to drink the milk right away and finished it during the third interval.

At the beginning of the fourth interval, Brian whined during the first 4 seconds and then sat quietly for the rest of the interval. During the last 2 seconds of the fourth interval, Dad instructed Brian to take another bite of his food. Brian refused, and at the end of the sixth interval, his plate was removed.

S	$		$		
+	-	+C	- +	-	-

Susan is playing outside in the street. In Interval 1, Mom instructs Susan to come inside (S). Susan does not comply (-) during Intervals 1, 2, and 3. At the end of Interval 3 Mom says, "Okay, then play in the driveway." Susan immediately moves to the driveway (+C) at the beginning of Interval 4.

Because the minus scored in Interval 3 does not apply to the instruction given in that interval, an $ is scored.

S		$			
-	-	-	+C	+	+
1	2	3	4	5	6

IE intervals marked off like this:

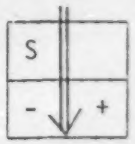
S		$			
-	-	-	+C	+	+
1	2	3	4	5	6

7. Instructional Episode Termination (⇓)

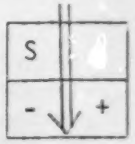
If the parent gives an instruction and the child refuses to comply or fails to comply AND the parent either then does the task for the child or it is no longer possible for the child to comply, the child is no longer scored as inappropriate. Score an arrow through the interval and after the behavior to mark the termination of that instructional episode.

Examples:

Mother says, "Put away your shoes." Carrie says "No." Mother then puts the shoes away.



Mother says, "Please sit on the potty." Missy says, "I don't need to." Mother begins dressing Missy.



If the parent gives an instruction, the child refuses to comply, and the parent does not pursue the matter or responds in such a manner that the non-compliant behavior appears acceptable, continue to score the child as inappropriate according to the One-Minute Limitation Rule described below.

8. One-Minute Limitation Rule

When a task instruction and/or inhibitory instruction is given, the child will be scored as inappropriate if he or she is not complying to the instruction in the following minute. If, however, the parent reinstructs or attends with task-related comments or actions at or before the elapse of 1 minute, the child can then be scored as compliant or noncompliant for another minute. The minute will include the interval in which the instruction or further attention was given. Appropriate or inappropriate behavior to repeats or elaborations must be scored.

Examples:

During the first interval, Mom says, "Amy, bring me my cigarettes." For the remainder of the minute Amy continues to watch TV.

Mother instructs Sally to put the toy train in her room. The child says, "I don't want to." Mother then says, "Okay, do it later." and continues talking with Sally about <u>other</u> things.

S					
⊖	⊖	⊖	⊖	⊖	⊖

9. <u>Physical Abuse</u> (△)

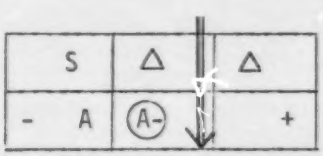
The behavior will be recorded:

. . . in the top line.
. . . only once per interval.
. . . in both the first and second intervals if initiated in one interval and continued into the next, whether or not a child behavior has been recorded.

Attention to inappropriate or appropriate child behavior also will be recorded if that child behavior has been recorded.

Examples:

Jeff was hitting the dog and had been scored as inappropriate. Mom instructed him to stop doing this, but Jeff continued. Mom then grabbed him by the arm, jerking him away from the dog. Mom spanked Jeff, continuing into the next interval but stopped by the 4th second.



Jeff wouldn't put the doll in the red bucket and had been scored as inappropriate. During the next interval, he just stood there with the doll in his hand asking Mom where to put the doll. Mom jumped up, grabbed Jeff by the arm, and jerked him over to the red bucket. Jeff dropped the doll into the bucket during the 1st second of the third interval, while Mom kept a tight grip on his arm. She then jerked him back to the table of toys.

S	△	△
-	⊖	⊕

10. Parent Attention (◯)

The behavior will be recorded:

. . . in the interval in which it occurs.
. . . in the bottom line.
. . . may be recorded more than once per interval.
. . . may be recorded only after a child behavior has been recorded.

Attention is recorded in an interval only if it immediately follows or occurs simultaneously with recorded child behavior. Do not score attention until a child behavior has been recorded.

Attention may be scored once for each child behavior recorded.

Examples:

Todd has been whining for three intervals. He is whining on the 1st second of the interval and stops on the 5th second. In the 3rd second Mom commented, "I get so sick and tired of listening to you whine."

-	-	⊖	+

Brent is playing with his toys during the entire interval. On the 3rd second of the interval Mom says, "Would you like this car?" On the 9th second of the interval Mom says, "That's right."

One Interval

Seconds:	1	2	3	4	5	6	7	8	9	10
									V	
			↑			⊕			↑	
			attention			↑			attention	

11. Verbal Positive (V)

The behavior will be recorded:

. . . in the interval in which the comment is completed.
. . . in the top line.
. . . only once per interval.

Attention (◯) to the child behavior (+, -) also will be recorded if the child behavior (+, -) has been recorded before the verbal positive to the child was emitted.

Example:

In the 1st second of an interval Mom told Robyn what a nice job she was doing putting on her shoes. Robyn continued working on her shoes for the next two intervals. When Robyn finished putting on her shoes in the 7th second of the third interval, Mom said, "Thank you. Now you can go out to play."

V		V
+	+	⊕

12. Time Out Instruction (T)

The behavior will be recorded:

. . . in the interval in which it is completed.
. . . through both lines of the grid.
. . . only once per interval.

After a TO instruction is recorded, child behavior is recorded until the child is actually in the specified time out area. Score compliance (+) or non-compliance (-) to the instruction.

If the parent is physically placing, restraining, and/or verbally interacting with the child after a time out instruction has been recorded, score parent attention to the child behavior(s) the attention follows.

13. Time Out (TO———)

A continuous line will be drawn above the grid to indicate those intervals in which the child is actually in the time out area.

Begin recording the line above the first entire interval that the child is actually in the specified time out area following the time out instruction. No child behaviors are recorded during a time out.

Stop recording the time out line when the parent tells the child that he or she may return to the activity or if a specific signal terminates the time out episode (e.g., the timer rings). If the child stays in the same time out area and is not required to return to the activity or to follow an instruction just given by the parent, continue to score time out. However, if the child is given an instruction and the child remains in time out, score as an instructional episode subject to the One-Minute Limitation Rule. If the child remains in the time out area at the lapse of the One-Minute Limitation, score time out again.

When time out ends, the child is appropriate (in terms of compliance) until the next task-relevant instruction. The first task-relevant instruction following a time out will be recorded as a new instruction although it may be a repeat of the last instruction before the time out occurred.

Episodes of time out must be separated by at least one interval in which a child behavior is scored.

If a parent is physically restraining or verbally interacting with the child during time out, record a parent attention (◯) in the top line of the grid. If a parent physically abuses the child, record physical abuse in each interval that it occurs.

Examples:

In the third interval, the parent takes the child to the TO area without saying anything.

		TO		
S	S			
+	-	-		

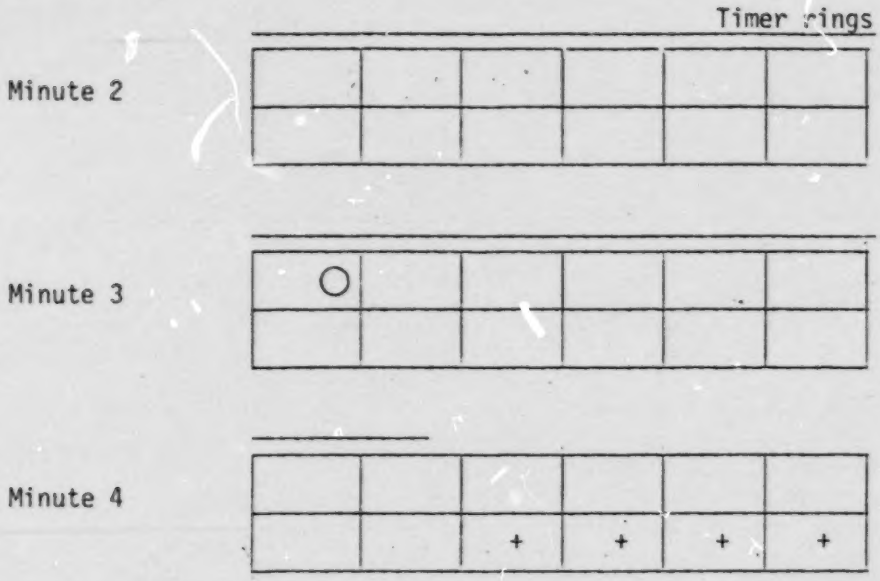
In the third interval the parent instructs the child to go to the TO area; the child refuses in the fourth interval and the parent reinstructs the child to go to the TO area; in the fifth interval the parent grabs the child and places the child in the TO chair; in the seventh interval the parent, while holding the child, tells the child to sit in the chair until told to get up.

		T		TO			
S	S						◯
- ⊕	⊖	-		⊖	⊖		

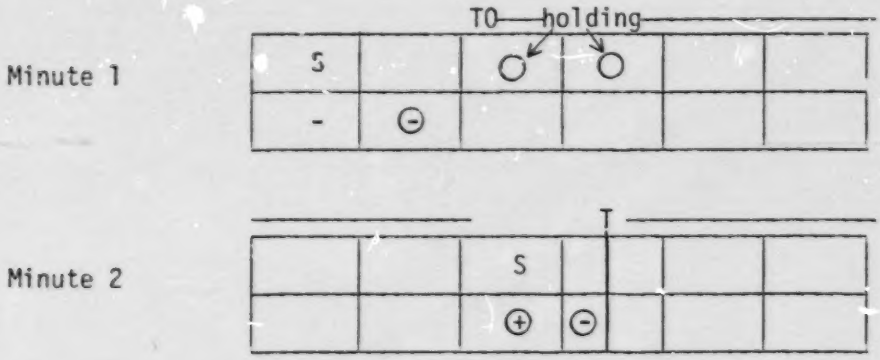
Examples:

The timer had rung at the end of the fifth interval of Minute 2 signalling the end of time out. Sam remained in the time out area crying for the last interval of Minute 2 and the first few seconds of Minute 3. Dad instructed Sam to stay in time out until he quit crying. Sam stopped crying at the end of Minute 3 but stayed in the time out area until Dad said, "You can get up now, Sam." in the second interval of Minute 4. Sam got up in the third interval of Minute 4.

	TO					
Minute 1						



When the child does not comply with an instruction, the parent places the child in the TO chair and stands holding the child in the chair for two intervals. Five seconds into the third interval of Minute 2 the parent says, "I hope you are ready to work now (◯). Please come here" (S). The child says, "No!" and gets back onto the chair. The parent in the fourth interval repeats, "Come here. . .well, you can just sit there, then."



CHILD BEHAVIORS

14. Appropriate Child Behavior (+)

Appropriate child behavior will be recorded:

. . . in the bottom line.
. . . only once per interval.
. . . whenver there are 5 consecutive seconds within an interval in which there are no instances of intervening inappropriate behavior.
. . . when a child complies with a task-relevant instruction (S) or time out instruction (T).

. . . simultaneously with a C.

In IT Setting: Compliance in the IT setting will be scored as appropriate child behavior (+). Compliance (appropriate child behavior) will be scored only to task-relevant instructions. However, during any period after a correct completion of a task-relevant instruction, appropriate and inappropriate child behavior and/or compliance or noncompliance to (unscored) instructions will be scored.

Example:

During the 1st second of Interval 1, Mom told Paul to put the horse in the yellow pail. Paul placed the horse in the pail during the 3rd second of Interval 1. Mom then instructed him to return to the table, which he did in the 9th second of Interval 1.

For the first 5 seconds of Interval 2 Paul stood quietly waiting for the next instruction while Mom stopped to tie her other son's shoe. Paul then picked up one of the toys and began to play with it for the rest of the interval. In the 8th second of Interval 2, Mom told Paul to put the toy back on the table.

For the first 4 seconds of Interval 3, Paul continued to play with the toy. In the 5th second he replaced the toy. Mom thanked him and then gave a new task-relevant instruction.

Interval One										Interval Two										Interval Three									
1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
S																									V		S		
		⊕												⊕							-			⊕					

In FP, HI, and IP Settings: Appropriate or inappropriate behavior (compliance or noncompliance) to repeats or elaborations must be scored.

15. Verbal Positive (V)

The behavior will be recorded:

. . . in the interval in which the comment is completed.
. . . in the bottom line.
. . . only once per interval.

A verbal positive emitted by the child may come at the same time the child is being appropriate (+), inappropriate (-), or before 5 seconds of appropriate child behavior has been recorded. The verbal positive (V) can be recorded independently of child behaviors (+, -). However at least one child behavior (+, -) must be recorded in the interval before going on to record behaviors in the next interval, unless the child is placed in time out before a child behavior (+, -) is recorded.

If the parent attends to the verbal positive, attention (◯) can be recorded to the V only or V and another child behavior (+, -).

Example:

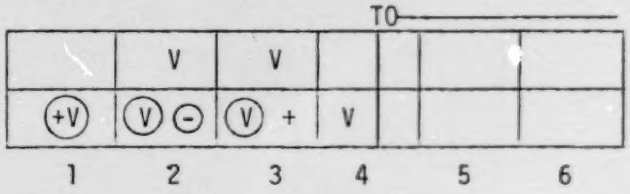
Sally was sitting and playing quietly with her puzzles, her mother gave her some cookies to eat. Sally thanked her mom and her mom hugged her. (Interval 1)

Sally told her mom that she loved her and Mom said she loved her too, so a V is recorded and attention to it. However, 5 seconds of appropriate child behavior had not passed, so no + was recorded. Sally then began to whine and asked for a toy she had been told she couldn't have and Mom told her to "watch it." (Interval 2)

Sally quit whining and told her mom she really looked pretty. Mom laughed and began to sing "I feel pretty. . ." Attention (◯) to V is recorded, but because 5 seconds of appropriate behavior had not occurred, no + is scored. Sally remained appropriate for the rest of the interval, but Mom didn't interact with her so a + is recorded, but no attention to + is recorded. (Interval 3)

Sally again said Mom was pretty, before 5 seconds of appropriate behavior had occurred. She then walked over and began to cut some paper with Mom's scissors. Mom took the scissors away from her, said, "Time out," and put her in time out immediately.

Even though Sally ended up in time out, no inappropriate child behavior (-) was recorded because Mom had not previously instructed her to leave the scissors alone during the observation period; and no appropriate child behavior (+) was recorded because 5 seconds of appropriate behavior had not occurred before Sally was placed in time out. (Interval 4)



16. Compliance (C)

This symbol will not be used in the IT. Compliance is scored by a +.

Simultaneously score a + whenever a C is recorded.

Compliance to an instruction is recorded when the response is completed or if the child has engaged in an activity leading to compliance for three consecutive intervals without a -, not including the interval in which the instruction was given. The child must have completed all aspects of the instruction if it requires a sequence of behaviors, or have been working toward completing the task in order for compliance to be scored. Once compliance to an instruction has been scored, the child's behavior will be

scored independent of compliance to that instruction.

The behavior will be recorded:

. . . in the bottom line.
. . . only once per interval.
. . . as soon as it occurs in an interval.

Examples:

Mom asked Sally to pick up the puzzle pieces and put them in the box. Sally worked on the task nearly 2 minutes before putting the final piece in the container. Mom hugged Sally when she was finished.

Minute 1

S					
+	+	+	+C	+	+

Minute 2

+	+	+	+	⊕	+

During the first interval, Jeff is playing quietly with his sister; his mother praises him in the 7th second. In the next interval, Jeff hits his sister and his mother says, "Not again. Stop it." Jeff stops hitting his sister. In the third interval, Jeff continues to play quietly with his sister; his mother in the 3rd second says, "It's nearly lunch time." In the fourth interval, Jeff talks to his mother and climbs in her lap with a book. For the next two intervals he sits in her lap while she talks on the telephone.

V	S				
⊕	⊖Ⓐ+	+	+	+C	+

**NOTE: A and - are both scored in the same interval.

Mom asked Kevin to clean up his room. After a minute she looked in on Kevin to see how he was doing. Mom noticed that Kevin had made his bed but was now coloring. Mom said, "Kevin, let's pick up your toys." Kevin began to work and Mom thanked him. Next Mom told Kevin to shut the drawers to his dresser. Kevin hesitated a few seconds so Mom repeated her instruction to shut the dresser drawers. This time Kevin did as his Mom requested. Finally, Mom asked Kevin to put his shoes in the closet. Kevin went right over, picked up the shoes, and placed them in the closet. Mom smiled and hugged Kevin, telling him what a nice job he had done.

Minute 1

S clean room					
+	+	+	+C	+	+

Minute 2

	S pick up toys	V		S shut drawers	
+	+	⊕	+C	⊖	+

Minute 3

	S shoes in closet			V	
+C	+	+	+	⊕ Ⓒ	

17. If the child is given an instruction and is intermittently "on task" and "off task," score the child inappropriate for each incidence of "off task" behavior and appropriate whenever the child has been "on task" for 5 consecutive seconds within an interval. The child must have been "on task" for 3 consecutive intervals with no intervals of inappropriate behavior, before compliance will be scored if the instruction requires a sequence of behaviors.

Example:

Mom asked Randy to help set the table. He gathered the glasses, dishes, and silverware during the first three intervals, stopped to play with the cat the fourth and fifth intervals, then walked to the table with the dishes. Mom thanked him in the last interval of the 1st minute while Randy continued working. In the beginning of Minute 3, Randy started looking through the newspaper. Mom said, "Randy, please finish setting the table." Randy continued with the task until he finished.

Minute 1

S					V
+	+	+	-	-	⊕

Minute 2

+	+C	+	+	+	+

Minute 3

SV					
+	+	+	+C	+	+

**NOTE: Instructions such as "Wait" or "Be quiet" usually require a prolonged period before compliance can be scored.

18. If the parent gives two instructions in one interval, such that the child begins to comply, is scored as compliant/appropriate and then the parent gives a second instruction, score compliance or noncompliance to both instructions. However, if the parent gives two simultaneous instructions score compliance to either instruction.

Example:

Mom, in the 1st second of the interval, asked Jody to hang up her coat, which Jody did immediately. In the 7th second, Mom asked her to pick up the toys in the play room. Jody began picking up the toys and Mom thanked her in the sixth interval.

S					V
+C	+	+	+C	+	⊕

**NOTE: Even though only one instruction may be scored per interval, compliance will be scored if more than one instruction is given. In the above example, compliance is scored in the first interval when Jody hung up her coat and again in the fourth interval because she was picking up the toys for three consecutive intervals following the instruction.

19. Child Behavior During an Instructional Episode (FP)

If the parent gave the child an instruction (S) and the child completed the task but whined and/or cried while working towards compliance, the child will be scored as inappropriate (-) until the task is completed, when compliance (+C) will also be scored. Score the + only in the interval in which the task is completed.

Parent attention should be scored to both the plus and the minus if the parent praises or attends to the child at the time of compliance.

Examples:

Interval 1: Dad instructed Sammy to come upstairs (S). Sammy ignored Dad and sat playing with his blocks (-).

Interval 2: Sammy just ignored his dad for the first few seconds (-). Dad repeated his instruction (⊖). After the repeat, Sammy began to cry but he got up and started towards the stairs (⊖).

**NOTE: Even though Sammy is beginning to comply, only the - is scored at this point.

Interval 3: Sammy was still crying when he reached the top of the stairs (-) (+C). Dad thanked Sammy for coming up (V, ⊖, ⊕C).

Interval 4: Sammy kept crying (-) through this interval, though by the last 2 seconds he had stopped.

Interval 5: Sammy stopped crying and followed Dad into his room.

Interval 6: Sammy sat down on the bed, while Dad answered the telephone.

1	2	3	4	5	6
S		V			
-	⊖	⊖ +C	-	+	+

Occasionally, because of the recording rules (One-Minute Limitation Rule) the observer may need to terminate an instructional episode before the child has actually completed the task.

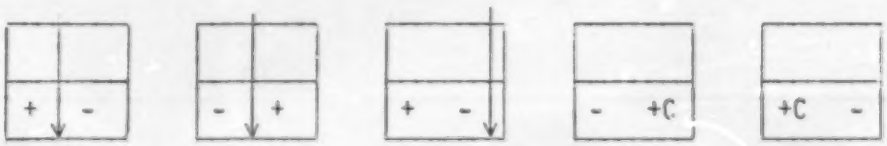
When it is necessary to terminate the IE before the task is completed, the observer may record in the final interval:

A - if the child is inappropriate (crying, whining, not working or following the instruction);

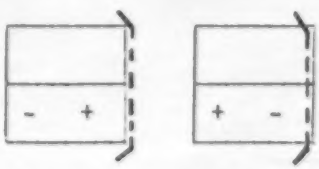
A + or +C if the child is <u>not</u> inappropriate (no crying, whining, 5 seconds of appropriate behavior) <u>and</u> is working at completing the task;

A - and +C if the child is crying, whining, or verbally refusing but is physically working towards compliance.

If the IE is terminated and both - and + are recorded in the final interval, the observer should indicate which behavior was occurring at the termination of the interval by using an arrow or a +C.



If no termination symbol (⇓, +C) is included, the data counter will terminate the IE with the last behavior recorded.



Examples:

Interval 1: Mom told Chris to put her shoes on (S). Chris stood up, walked over to her closet and got her shoes out (+).

Interval 2: Chris started complaining and saying she couldn't put them on and just sat there with them (-). Mom ignored her.

Interval 3: Chris whined through the whole interval and said she'll "never be able to get them on," but she began to work at putting them on (-).

**NOTE: Even though she's working towards compliance, because of the whining she's scored as inappropriate.

Interval 4: For the first 5 seconds, Chris worked putting her shoes on, without any whining, crying, or other inappropriate behaviors, so + is recorded. However, by the 8th second, she began to whine again (-).

Interval 5: Chris continued whining and putting her shoes on (-). Mom glanced out the window and wondered aloud "whether it might rain today" (⊖).

**NOTE: This is not task-relevant attention, so this IE will terminate in the next interval because of the six interval ↓ rule.

Interval 6: Chris finally has one shoe on and is working at putting the other on, but continues to whine for almost all of the interval. Because she is working towards compliance at the time the IE is to be terminated, according to the recording rules, a +C is scored.

1	2	3	4	5	6
S					
+	-	-	+ -	⊖	- +C

20. Implied Instructions

Instructions that are usually phrased as a question but do require some action on the part of the child should be scored as an instruction and compliance or noncompliance recorded.

Example:

Susie asked for some ice cream. Mom said, "What's the password?" Susie said, "May I please have some ice cream?" Mom thanked Susie and got her the ice cream.

S	VP
+	(V+C)

21. Inappropriate Child Behavior (-)

Inappropriate child behavior will be recorded:

. . . in the bottom line.
. . . only once per interval.
. . . in both intervals if an inappropriate behavior is initiated in one interval and continues into the next interval.

If the child complies with an instruction and then undoes whatever the task was (e.g., taking a toy back out of the container), score the child + for compliance and then - for undoing the task.

Teasing, whining, physically abusive, aggressive, or destructive behaviors, or "tantrum" behaviors are always inappropriate and not subject to the One-Minute Limitation Rule (see FP, HI, IP section below).

In IT Setting: Inappropriate behavior is not subject to the One-Minute Limitation Rule in the Instructional Training setting.

If the parent gives a task-relevant instruction, the child does not comply, the parent then delivers other related instructions (◯), and the child complies with these instructions; the child is inappropriate until he or she complies with the task-relevant instruction.

Examples:

Dad instructed Ann to put the doll in the paper bag during the first interval. Ann put the doll in the paper bag and started to walk back to Dad. She then turned around and removed the doll from the bag and began to play with the doll. Dad reinstructed her to put the doll back in the bag. Ann put the doll back in the bag and returned to the table.

S		
+ -	⊖ +	+

Mom told Mark to put the ball in the bucket in the first interval. In the second interval, Mark got the ball, walked to the bucket and threw it in so hard it bounced out and rolled under the couch. Mom said, "Go get it now." During the third and fourth intervals, Mark crawled under the couch but on the wrong side; Mom said, "No, over here." Mark crawled over to the other side and retrieved the ball. In the fourth interval, as Mark walked to the bucket, Mom said, "Hurry up, put it in the bucket." In the fifth interval, Mark put the ball in the bucket as he said, "I don't want to play this dumb game." Mom said, "Thank you."

S				V
+	+ ⊖	⊖	- ⊕	-+C

If the parent complies for the child by putting the toy in the correct container without the child's assistance, score the child as inappropriate until the next task-relevant instruction or the next non-task-relevant instruction. At which point score the child compliant or noncompliant.

In FP, HI, and IP Settings: A behavior which the child has earlier in a session been instructed not to engage in, will be scored as inappropriate whenever it occurs. Such behavior is subject to the One-Minute Limitation Rule.

Example:

Earlier in the observation session Mother instructed Tommy not to touch the blocks, later on Tommy gets the blocks out and plays with them.

+	+ -	-	-	-	-

-	+

22. Aggression (A)

The behavior will be recorded:

. . . in the bottom line.
. . . only once per interval.
. . . simultaneously with a -.
. . . in both intervals, if it is initiated in one interval and continues into the next interval.

Aggression is always inappropriate and not subject to the One-Minute Limitation Rule.

Example:

Mom instructed Lynne to put the ball in the cardboard box. Lynne picked up the ball and began to walk towards the box. At that time, Lynne's little brother walked into the room. Instead of placing the ball in the box, Lynne threw the ball at her brother, hitting him in the head.

S	
+	A-